



Orange County Public Schools

Orlando, Florida

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System Accreditation Engagement Review

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	

Leadership Capacity Standards										Rating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	

Learning Capacity Standards										Rating
2.8	The system provides programs and services for learners' educational futures and career planning.									Improving
	EN:	4	IM:	2	RE:	2	SU:	2	EM:	
2.9	The system implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	4	IM:	1	RE:	3	SU:	3	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	

Resource Capacity Standards											Rating
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.										Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	3	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the



Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	357.9	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team (team) engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the team findings. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative provides contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review (review) Report will assist Orange County Public Schools (OCPS) in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously drive for improvement in the future.

Overview

The Orange County community benefits from a mission-driven, student-focused school system that is effectively driving improvement efforts that are realizing demonstrative gains in student performance. OCPS is an excellent school system. Strong and visionary leadership guides the school system towards desired improvements. From the board room to the classroom, the system is unified and focused on a compelling mission to engage every learner and ensure their preparedness and readiness for their next level of learning and/or to enter the workforce.

As one of the nation's largest school systems (8th) and a growing diverse community (over 100 native languages spoken) of learners, the team acknowledges and recognizes the capacity and capabilities throughout the system to be accountable for collective and individual improvement from leaders to teachers to learners.

Excellent school systems, such as Orange County, can achieve excellence because of their unwavering commitment to ongoing improvement. The system's compelling and unifying strategic planning efforts have guided the system for most of the past decade. As the system begins its next journey of improvement, the foundation is set for the system and its schools to continue its effectiveness in improving the educational programs and services in support of student learning. The team identified several areas of strengths and effective practice as well as distinct areas of improvement that are aligned with the strategic direction of the system and its stated objectives.

Preparedness

The system's preparation and readiness for the review was outstanding. Significant evidence of the system's efforts ensured that stakeholders throughout the system and community had opportunities to contribute to the system's process of self-reflection and analysis of their effectiveness in improving learning, teaching, and leading.

The system gathered, compiled, and applied sufficient evidence demonstrating the capacity and capability of the system in addressing every standard for accreditation. Additionally, the system provided evidence of areas for improvement in meeting the standards. The team began its examination and analysis of the system's performance in accordance with the accreditation during the month leading up to the interviews of stakeholders. The team accessed the system's evidence of meeting the standards through an organized, categorized structure established by the system.

During the review, the team had the opportunity to engage a community of stakeholders that reflected the diversity of the system and engaged in over 40 hours of deliberation.

The team interviewed a total of 576 stakeholders including:

- the superintendent
- 8 (All) board members
- 36 district leaders
- 96 school administrators
- 135 teachers
- 8 support staff
- 124 parents
- 151 students
- 17 community members

The interviews provided perspective and experiences that provided valuable context to the evidence of the system's performance with respect to the accreditation standards. The preparation for the review, examination of evidence, and engagement of stakeholders during the review provided the basis for the team's analysis and findings.

Leadership Capacity

The district incorporates a variety of strategies to ensure stakeholder engagement in the continuous improvement process. Professional learning opportunities regularly support faculty and staff members to improve their craft and incorporate best practices to meet the learning needs of students. And consistent collection of input from stakeholders informs both the learning needs and impact of strategies.

OCPS regularly and systematically engages multiple stakeholder groups including staff, students, parents, community members, business and industry partners, and government and educational policy groups in its data-driven and collaborative process of continuous improvement. There is evidence of a strong commitment across the school district towards continuous improvement. A review of documents and artifacts (i.e., strategic plan, school improvement plans, and district website), as well as stakeholder interview data suggested a well-established process that is embraced by all members of the system. For example, during the superintendent's overview and multiple stakeholder interviews, it was shared with the team that the system developed surveys and conducted community focus groups for stakeholder input regarding the strategic plan. Interview data further revealed district staff, including board members, provided opportunities in multiple formats for stakeholder engagement and feedback. Additionally, interview data showed the alignment across the district of individual schools' improvement plans to the district's strategic plan.

Each School Advisory Council (SAC) managed the process and ensured their stakeholders were informed of the progress of the strategic plan and made it available to them, using multiple communication formats, with opportunities to provide their feedback regarding the plan. The comprehensive strategic plan contains specific goals, strategies, activities, measures, and a theory of action based on identified needs from the review of multiple forms of data, including student achievement and perception data. The system has mechanisms to monitor the progress regarding the essential elements of the strategic plan such as the strategic plan monitoring cards, strategic plan monthly data, comprehensive school report cards, and the district scorecard.

The collaborative, inclusive, and shared ownership of the district's mission, vision, and direction was reflective in the parent, teacher, and principal interviews. The concept of ownership cascaded through every school as evidenced by interviews with personnel and a thorough examination of the school

improvement plans. The members of the Orange County School Board (board) expressed a real commitment to working together to achieve success of the identified priorities on the strategic plan. The board meets regularly (twice a month) and has established procedures for the review and adoption of board policies. A link on the district's website allows any stakeholder to view the policies which follow required legal format. Additionally, the board holds workshops and work sessions, as necessary. A review of documents and artifacts (district's website, chart of revision cycle for board policies, and copies of all board policies) revealed compliance with and adherence to federal and state laws. Interview data showed the board operates "in the sunshine," as mandated by the state of Florida, and all board members complete an annual Code of Ethics training.

OCPS has made a concerted effort to invest in experiences and professional learning opportunities to improve leadership capacity at all levels of the district. The district's commitment to high expectations for students is driven by a dedication to shared leadership and the development of a dedicated and high-quality team of educational professionals. A review of evidence and interviews reveals the district is committed to providing professional learning opportunities for all employees, to include instructional, classified, and administrative staff. The board and executive cabinet are engaged in professional organizations and associations and make use of outside consultants to develop their professional practice to assist schools improve student learning outcomes.

OCPS has formalized programs to support, develop, and retain teachers, instructional coaches, assistant principals, and principals. Additionally, classified staff are provided experiences and opportunities for improvement. Among these programs and opportunities are Project Impact, Facilitative Coaching, Management Leadership Academy, and the Public Education Leadership Project. Two additional programs provide degree advancement to employees at no cost through Rollins College and the University of Central Florida. The program with Rollins College provides classified staff, including bus drivers and clerical staff, the opportunity to obtain a bachelor's degree. The program currently has 400 employees in the program. The program with the University of Central Florida allows teachers in Title I schools the chance to obtain a master's degree, providing teachers the ability to improve their craft and income. This commitment to providing all employees experiences and professional learning opportunities is commendable and supports the district's overall vision to ensure every student has a successful future.

The system has a well-defined and formal process for collecting stakeholder input to ensure system effectiveness and consistency. The school improvement process is consistent across the system with multiple supports to assist schools at various performance levels. Results of the strategic plan are clearly communicated to all representative internal and external stakeholder groups using multiple media formats such as email, apps, social media, school board meetings, and public documents created by the system. From interviews with stakeholders, it was quite evident to the team that there is a strong commitment to the success of the strategic plan throughout the system. The staff members are forward-thinking and open to determining areas where they may be at risk of not fulfilling expectations. The employment of a variety of tools to monitor system effectiveness ensures a strong emphasis on service delivery and stakeholder satisfaction.

Learning Culture and Practices

The district's curriculum, instruction, and assessment processes are well aligned. Teachers are able to collaborate regarding student performance data to determine next steps for immediate learning and futuristic educational and career planning.

OCPS successfully implements a cohesive, systemic standards-based curriculum and instructional framework and a comprehensive, balanced assessment system. Systemic structures support all teachers through the Curriculum and Digital Learning Department website, which includes

elementary and secondary course progressions, scope and sequences, and curriculum resource materials to support instruction. The district consistently implements processes to monitor the quality and fidelity of the implementation of the adopted curriculum. The team found a formalized process for developing, reviewing, and revising the curriculum and available resource materials to ensure they align to rigorous standards and best practices. In addition, survey and interview data indicate systematic processes exist that ensure the curriculum is implemented with quality and fidelity across the district.

Through collaboration with classroom teachers and Curriculum and Digital Learning Department, the Test Development and Measurement Department creates summative and interim assessment resources to help educators monitor learning across content areas through a comprehensive, balanced assessment system. Assessment tools such as the Progress Monitoring Activities (PMA), Common Final Exams (CFE), and district-wide progress monitoring programs provide data, knowledge, and resources for instructional staff to differentiate support for all students. The district has formalized structures for collecting and analyzing data and using findings to inform discussions and decisions about professional practices and teaching and learning. The team noted a predominant focus on decreasing gaps in student learning at each school. The district supports individual schools through the equitable distribution of resources and tiered levels of support aligned with student needs.

Interview and survey data confirm instructional staff and administrators fiercely protect the expectations for consistently implementing the curriculum, instruction, and assessment framework throughout the district. Instructional staff and leaders openly express ownership in the development, revisions, and fidelity of implementing the curriculum, instruction, and assessment framework for collective efficacy. Through this comprehensive framework, OCPS ensures a positive system-wide impact via its continuous improvement process and consistent and systemic structures for progress monitoring, extensive data analysis, and equitable responsiveness.

OCPS and its partners provide a plethora of programs and services to support learners' educational futures and career planning. The district provides multiple opportunities for learners to engage in programs and services to identify interests to enable future academic and career planning. Accelerated learning opportunities for students are available through programs such as Advancement Via Individual Determination (AVID), Cambridge Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and Advanced Placement (AP). In addition, the district partners with community organizations in many noteworthy projects to support student participation in dual credit and Career and Technical Education (CTE) courses and programs that offer high-interest, high-demand, and career-aligned coursework that prepares learners for various post-secondary career opportunities.

Implementation and monitoring of formal programs and services to support the educational and career interests, student planning for success at the next level, and development of individual learner goals for academic and career planning are evident at the secondary level. However, there is less evidence of formalized processes for implementing and monitoring programs at the lower levels. Interview data across stakeholder groups indicates a lack of a clear and comprehensive understanding of programs and services offered about educational and career planning. In addition, interview data reveals the inconsistent implementation of practices to assist younger students in connecting their interests with the knowledge and skill development necessary for ongoing education and career planning.

OCPS demonstrates an unparalleled commitment to collecting, analyzing, and using student performance data to inform decisions that support improved professional practices for teaching and learning. While many data sources are available and analyzed, how data are used to evaluate and improve the quality and fidelity of implementation and inform decision-making about the effectiveness of the programs and services for improving student learning and organizational effectiveness is unclear. The

district has some data on specific programs. Still, it could benefit from establishing formal evaluation processes that include ongoing and systemic analysis and use of trend and comparison data about student learning and organizational programs and services to demonstrate sustainable structures for program evaluation.

Resource Allocation and Use

The school system is highly effective at optimizing its available resources in support of teaching and learning. The system's active advocacy secures the necessary resources in support of all aspects of the learning experience from facilities to support services to quality teaching to effective leadership at all levels.

Professional learning is aligned with the expectations and needs for improving learner performance and organizational effectiveness. The system strengths are in the areas of professional staff participating in structured and ongoing collaborating learning communities and an established culture of collaboration that is promoted and protected. Information provided in principal and teacher interviews confirm that staff participate in professional learning through district facilitated professional learning communities organized by professional learning calendars. Additionally, interviews of stakeholders confirmed effective collaboration within the professional learning communities. The professional learning communities extended collaboration among and between its members to include engagement between schools with similar demographics that were experiencing different results on similar topics.

The system has numerous formalized initiatives including a coaching program, Management Leadership Academy, Emerging Leaders Academy, Leadership Development Program for Principals, ImpactED and targeted book studies to address areas of need. These programs support a culture of developing, supporting, and strengthening leadership at all levels of the system. Throughout the review process the team reviewed substantial evidence that was reinforced through stakeholder interviews that the investment in building leadership is positively impacting the culture of the school communities and elevating the leadership capacity and capability throughout the district.

The system has numerous high-quality opportunities for professional learning to support instruction via digital learning (both for on-site and remote students) including programs in support of strengthening social emotional learning for students. Additionally, there are opportunities for overall wellness for faculty and staff, and an emerging leaders program for non-certified staff.

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the school system and its schools in relation to the accreditation standards. Orange County Public Schools benefit from strong, effective leadership; an active and supportive community; dedicated teachers; involved parents; and engaged learners. The school system has demonstrated with fidelity that OCPS meets, and often exceeds, the expectations of the standards and is thereby through unanimous consent of the team recommended for accreditation by the Cognia Global Commission.

In conducting the review, the team identified Powerful Practices that reflect significant areas of strength in the work of the school system. Although there are numerous examples of the system's high level of quality, these four Powerful Practices reflect the greatest strengths of the school system.

Recognition of Powerful Practices

- *Leadership that drives a unified culture*, a collaborative-team effort, purpose-driven mission, and a persistent, unyielding commitment to success.
- *Commitment to authentic and impactful* continuous improvement reflected from the board room to the classroom; from the superintendent to the student; and from the parent to the business partner and in support of the system's strategic direction.
- *Investment in a forward-thinking culture* illustrated in several areas including the engagement of professional learning communities, fulfillment of one-to-one technology initiative, and equitable allocation of resources in support of the system's key objectives.
- *Embodiment of the system's values* by stakeholders at all levels including a commitment to an inclusive culture that strives for equity in all aspects of the learning process.

In addition to these considerable strengths, the district has areas that reflect opportunities for improvement. Every school system can improve. OCPS has demonstrated, over time, a commitment to improvement and the capability to achieve desired goals.

The areas for improvement are in support of the system's stated purpose, mission, and strategic direction. These areas will further the system's efforts to meet the needs of every learner. Through the examination of the system's evidence, engagement of stakeholders throughout the community, and analysis of student performance, the team identified the following areas for improvement.

Areas for Improvement

- Conduct *formal, systemic, and systematic program evaluation* including current initiatives focused on efforts to close achievement and opportunity gaps among and between students throughout the system.
- Define *Learner Profiles that reflect* the various *pathways of success* for learning that is supported by a longitudinal data structure and monitors individual student progress from entry to exit.
- Analyze current offerings and interventions that focus on struggling students, in particular males of color, and develop a *system-wide plan* including *expected outcomes and targeted strategies* to ensure success in each student's educational journey.

OCPS is a high quality school system. Guided by its dynamic leadership, the district is deeply committed to ensuring every learner is prepared and ready for their future. The Engagement Review Team congratulates the OCPS, their stakeholders, and community for providing every learner the resources, support, and guidance to succeed in their educational journey, as well as the system's commitment to ongoing, meaningful improvement in all its endeavors.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Dr. Mark Elgart, Lead Evaluator</p>	<p>Dr. Mark A. Elgart has served as president and CEO of Cognia since 2002. Under his leadership Cognia was established, following the merger of AdvancED and Measured Progress, to bridge the gap between school evaluation and student assessment. Cognia is an educational organization that serves as the trusted partner with over 36,000 institutions in 85 countries to advance learning for 25 million students. Elgart has a long, distinguished career of 40 years as an educational leader including time as a math and physics teacher, school principal, and chief executive leading a global, education non-profit. He is annually recognized, both locally and internationally, as an influential leader in education due to his impact on education policy and the work of schools. He is an internationally recognized speaker on education and frequent author on educational issues including recent white papers on federal policy and school improvement. In education, Elgart is widely viewed as the foremost authority on school improvement and education quality. Elgart earned a bachelor's degree in mathematics from Springfield College, master's degree in educational administration from Westfield State College, and doctorate degree in leadership in schooling from the University of Massachusetts. He is married with four children and currently resides in Brookhaven, Georgia.</p>
<p>Delores Calloway</p>	<p>Delores Oliver Calloway is a retired district level administrator from Florida where she spent 35 years in the Martin County School District as teacher, primary specialist, assistant principal, principal, director of school improvement/curriculum and executive director of instructional services. She has earned degrees from Florida Agricultural and Mechanical University and Florida Atlantic University. Her accreditation work began in the mid-1980s serving as a team member and chair for school teams. As a district-level administrator, she served as the internal facilitator for accreditation. Delores was also the driving force influencing the district to pursue initial System Accreditation in the spring of 2009. Since her retirement in 2009, Delores has been actively involved with AdvancED. She has served as a team member and Lead Evaluator on numerous school teams and as a team member and Associate Lead on system teams. She has recently completed the training for System Lead and will complete the internship in 2019. Delores serves as a member of the Florida Council and does part-time work for Florida Atlantic University serving as a mentor to students who are fast tracking their entry into teaching.</p>

Team Member Name	Brief Biography
<p>Virginia Massey</p>	<p>Virginia Massey has extensive classroom and administrative experience, having worked over 30 years in the Hillsborough School District in Florida. Virginia hold degrees in social science from Florida State University and from the University of South Florida. Additional course work at the University of South Florida completed qualifications in educational leadership certification. Virginia served as a classroom teacher, assistant principal, a middle school principal, and high school principal. Professional experiences include serving as site coordinator for the Southern Regional Education Board project and member of State Advisory Committee for Vocational Teacher Certification project. Virginia was fortunate to serve as a presenter for multiple southern regional education board conferences, and the Florida state conference on career development. She served as a facilitator for Florida state conferences for Teachers as Advisors. Following her official retirement, she served as a mentor for teachers seeking alternative certification avenues. Virginia's affiliation with AdvancED/SACS CASI began early in her teaching career and provided extensive opportunities for professional growth and development as a team member for many school reviews. Virginia has had the opportunity to lead engagement reviews for schools, systems, and early child education throughout the United States. She is expanding her experiences as Lead Evaluator Mentor.</p>
<p>Christina McGuinn</p>	<p>Christine McGuinn serves as director of education projects and quality assurance for academia. During this tenure, she authored more than 60 approved charters; secured more than \$50 million in grants; assisted with quality assurance and strategic planning, ensured implementation of continuous improvement processes; and facilitated accreditation for schools and networks. Prior to this tenure, she served as a high school principal, administrator, and vice assistant principal of a secondary school campus. Formerly, she worked at Miami-Dade County Public Schools (M-DCPS) District Offices; served as aide to the school board chair; and began her career teaching inner city parochial/public schools. She has degrees/certifications in elementary education, reading, and educational leadership. Mrs. McGuinn has served on review teams for schools, districts, and corporations.</p>

Team Member Name	Brief Biography
<p>Angel Teron</p>	<p>Dr. Teron has taught a myriad of courses at the high school and college level. Dr. Teron has a bachelor's degree in English literature, master's degree in educational leadership, educational specialist degree in curriculum & instruction, and a doctorate in curriculum and assessment. In his current position as psychometrician, Dr. Teron supervises the development of psychometrically sound, valid, and reliable assessments to inform ongoing instructional practice at the classroom, school, and district level. He provides support and professional development in all facets of curriculum design, curriculum development, instructional practice, and assessment development. Dr. Teron also facilitates the school improvement process at the district level and collaborates with stakeholders to develop and implement strategies to achieve school and district goals.</p>
<p>Millie Fornell</p>	<p>Milagros Fornell began her career as a mathematics teacher in 1978. For over her 30 years with Miami-Dade County Public Schools, she has served as school-site administrator, regional curriculum director, regional superintendent, associate superintendent/chief academic officer and chief of staff. During her six years as chief academic officer, the district eliminated all F-rated high schools, student performance increased on both state and national measures, participation in and performance on AP exams increased, graduation rates improved, and the district was awarded the Broad prize.</p>
<p>George Koonce</p>	<p>Dr. George Koonce, Jr. is a retired educator from the Miami - Dade County Public Schools (MDCPS). During his 41 years of tenure in the Miami Dade county school system, he served MDCPS as a teacher, an assistant principal, principal (Miami Northwestern High School), district director, region superintendent, and associate superintendent. Dr. Koonce's accreditation involvement and leadership spans more than 45 years. He has served as a team member on countless accreditation teams for schools, districts, and other educational entities. In addition, he has been a Lead Evaluator for school and system reviews. Dr. Koonce has served as the chair of the SACS-CASI Florida Council, chair of the SACS-CASI Secondary Commission, and the president of Southern Association of Colleges and Schools (SACS). He currently serves as a member of the Cognia Florida Council. Dr. Koonce received his bachelor's degree from Fort Valley State University, Fort Valley, Georgia, earned his master's from Indiana University, Blooming Indiana. He has earned certificates from the University of Toulouse, Toulouse, France, and the Institute Catholique, Paris, France when he was a French teacher. Dr. Koonce earned a second master's and doctorate degree in education from the University of Miami, Coral Gables, Florida.</p>

Team Member Name	Brief Biography
<p>Mark Quintana</p>	<p>Mark has been a professional in education for over 20 years. He served 18 years in the positions from teacher to program coordinator to system-level administrator for Broward County Public Schools, Florida. In his last positions he was a leader in the district's curriculum department and the head of the office of school improvement (where he was also the system's lead for accreditation and the academic compliance components of No Child Left Behind). Upon his departure, Mark spent 3.5 years as a senior education consultant for Promethean. There he was an account manager for district-wide implementations for a software product, as well as supporting school districts with overall technology integration. Mark currently is a vice president in client services for Cognia. In this role he supports state education agencies/departments of education and post-secondary institutions nationwide with continuous improvement efforts. Mark also has 19 years' experience working as a college/university adjunct professor. Mark holds a Bachelor of Arts degree in economics from the State University of New York College at Oswego, Master of Education in exceptional student education from Florida Atlantic University, an educational specialist degree in educational leadership and Doctor of Education in child and youth studies from Nova Southeastern University.</p>
<p>Michelle Gayle</p>	<p>Dr. Michelle Gayle presently serves as the assistant superintendent for professional and community services in Leon County. In this district leadership role, Dr. Gayle serves as the direct liaison to the Leon County School Board and superintendent of schools. She also works hand in hand with all community agencies to ensure that the School District of Leon County, Florida has a strong and viable voice throughout our community. In addition, Dr. Gayle oversees communication, marketing, volunteers/mentors, the Foundation for Leon County Schools, School Choice, Charter Schools, Home School, all Leon County Schools advisory councils, and a plethora of other district departments. Before assuming her district duties, Dr. Gayle served as a Turn Around Principal at all levels. She worked collaboratively with community stakeholders to turn previously under-performing schools around in one year. Dr. Gayle has served as an adjunct educational leadership professor at the Florida State University and Florida Agricultural and Mechanical University. She has co-authored several educational leadership articles and has served as a keynote speaker throughout the state of Florida. Dr. Gayle has served as a Cognia Committee Member and Lead Evaluator for several years. Finally, Dr. Gayle serves on several local and state Board of Directors to provide effective and intentional community service. She is a member of several professional organizations and enjoys leadership at all levels. Presently, she is seeking certification in several initiatives including diversity, equity, and inclusion. Dr. Gayle is married and has three incredible sons.</p>

Team Member Name	Brief Biography
<p>Chandra Glenn-Phillips</p>	<p>Dr. Chandra Glenn-Phillips is a retired educator having served in Broward County Public Schools, St. Lucie County Schools, the Seminole Tribe of Florida, and public charter schools for more than 30 years. During her tenure, she was afforded an array of opportunities which included teacher, magnet coordinator, curriculum specialist, grant writer, mentor, advisor, coach, presenter, trainer, assistant principal, principal, director of schools, and superintendent for pre-K – adult education. She has been recognized as an influential and turnaround educational leader for change at the local, state, and national levels. She received a Doctor of Education degree with an emphasis in educational and organizational leadership from Nova Southeastern University. Her passion for continuous improvement led to a collaborative opportunity with Cognia, where she has served as team member and Lead Evaluator for more than 16 years. Dr. Phillips’ educational endeavors continue as she mentors aspiring and veteran educators throughout the country.</p>
<p>Scott Jarvis</p>	<p>Scott Jarvis currently serves as assistant director of Broward County Public Schools’ Office of Service Quality. As a division of the Office of School Performance and Accountability, Scott’s office is responsible for working with a third of the District schools on all operational issues. This translates to Mr. Jarvis working with 74 Principals, over 70,000 students and corresponding parents and community members. Mr. Jarvis has been an educator for 33 years, having earned his Bachelor of Science degree in the dual majors of elementary and special education from Brooklyn College and his Master of Arts degree in educational leadership from Nova Southeastern University. Scott’s background includes roles as a classroom teacher, exceptional education specialist, assistant principal, and assistant director to the area superintendent. Mr. Jarvis served as a panelist, representing Broward County Public Schools at the 2017 Chinese Bridge for American Principals in Beijing, China. Scott has also been a presenter on various topics at the National Summit for Principal Supervisors. Scott has served on several Cognia reviews for individual schools and districts.</p>
<p>Emilean Clemons</p>	<p>Dr. Emilean Clemons currently serves as principal at Bartow High School in Polk County Florida. Serving for 10 years as an assistant principal over curriculum at Bartow High School, she was appointed as principal of the school in 2013. Dr. Clemons possesses a master’s in educational leadership from Nova Southeastern University, Miami Florida, and a Doctor of Education from Southeastern University in Lakeland Florida. Having served in the school system for the past thirty years, Dr. Clemons has taught elementary, middle, and adult school, with administrative experiences at the high school level. Participation in numerous reviews at various schools around the state over the past 18 years has provided Dr. Clemons with a wide range of knowledge of the expectations and guidelines through Cognia.</p>

Team Member Name	Brief Biography
<p>Andre Harrison</p>	<p>Dr. André L. Harrison currently serves as the vice president of accreditation services for Cognia. Prior to this, he served as senior director for the central region (Midwest, Southeast territories) for Cognia, a regional director for AdvancED/Measured Progress Southeast Region, and as the Alabama State Director and Lead Evaluator for Cognia. Dr. Harrison is also a member of the Auburn University College of Education National Alumni Council where he currently serves as the chair of the Academic Affairs Committee. Before joining Cognia, he served as superintendent, chief of staff, deputy superintendent, assistant superintendent, director of curriculum and instruction, principal, teacher, and library media specialist for the Elmore County Board of Education in Wetumpka, Alabama. He has more than 25 years of experience as an adjunct university instructor. He is currently serving as adjunct assistant professor of educational leadership for the University of Alabama. Dr. Harrison's areas of expertise include educational leadership, board governance, finance, human resources, and school improvement.</p>
<p>Miranda Bissoo</p>	<p>Dr. Miranda Bissoo joined Cognia in 2020 and serves as the senior director of the Innovation Lab facilitating the organization's vision for education and continuous improvement by managing the ideation process, which includes environmental scanning, problem identification, researching, conceptualizing new products and services, and documenting solutions. Dr. Bissoo's professional career spans 21 years in the field of education. Her experiences include teacher, adjunct professor, and state education specialist. Dr. Bissoo has earned degrees from Faulkner University, Auburn University at Montgomery, and Alabama State University.</p>
<p>Carmen Pough Banks</p>	<p>Carmen Pough Banks is an educator who has taught on the secondary and post-secondary levels and has now retired from the South Carolina Department of Education. Mrs. Banks has served as a secondary teacher and a post-secondary adjunct professor. She has a master's degree in education with strong curriculum development experience and is noted for her successful work with adult learners. As a career educator and seasoned presenter, she provides professional development and coaching for selected schools within the state. Her experiences included developing and monitoring a system of external review audits for schools designated as below average, monitoring statewide teams performing on-site reviews of schools designated as unsatisfactory, conducting training for teams performing external and internal audits, and working with federal and state legislation to develop operational procedures. She has been an accreditation specialist for Cognia for 11 years, serving as a team member and Lead Evaluator for early learning and corporate institutions.</p>

Team Member Name	Brief Biography
<p>Dan Phan</p>	<p>Dang Phan is currently the senior director of digital learning services for Cognia. Over the past 19 years, he has had numerous experiences working with programs within the public school system, including high school and higher education, and the private sector. He has served as a classroom teacher, department chair, administrator, adjunct faculty, senior instructional specialist, senior program coordinator, curriculum manager, and director of curriculum development support services. Mr. Phan is a graduate of Arizona State University and Grand Canyon University and has an undergraduate degree in mathematics education and a graduate degree in education administration. Mr. Phan serves as a team member and Lead Evaluator for various Cognia reviews, including schools, systems, corporations, corporation system, and digital learning.</p>
<p>David Shafer</p>	<p>David Shafer has served as Cognia’s chief entrepreneur since 2018. His experience spans almost three decades as a successful entrepreneur and business leader. In addition to his K-12 experience, he has worked in several diverse markets including broadcast, entertainment, and banking. His first venture was co-founding Frontline Education that today serves over 12,000 school systems. In 2017 the company was acquired for \$1.1 billion. In 2001, he emerged the Skycam aerial broadcast camera system known throughout the world for covering live sports from above the action. This technology has been recognized with multiple Academy Awards and Emmys. In addition to advising and co-founding ventures in the K-12 market, Mr. Shafer has founded, managed, invested, and consulted companies in the publishing, environmental remediation, fitness, and manufacturing industries. In 2009, he helped lead a bank start-up (Sabadell United Bank) to become one of Florida’s largest community banks, and in 2017 it was sold for \$1.03 billion. Mr. Shafer has served several terms as an elected school board director in Pennsylvania, served as an executive board member of the Boy Scouts of America (he is an Eagle Scout), served several terms on the executive board of the YMCA, and serves on Millersville University of Pennsylvania’s eExecutive Board. He lives in Royersford, Pennsylvania with his wife and three children.</p>
<p>Jake Goldsmith</p>	<p>Mr. Jake Goldsmith has held a variety of positions since joining Cognia in 2001. His experience includes both assisting and directing program managers on several contracts during his career. His knowledge of internal procedures and resources, attention to detail, and experience working with state departments of education on statewide general education and alternate assessment programs ensures effective communication and successful completion of all contract tasks. In his current role as vice president, Client Services, he is responsible for strategic leadership in the eastern territory in support of Cognia’s accreditation, improvement services, and assessment initiatives, including large scale testing programs in Massachusetts, Rhode Island, Maryland, and Florida. He provides mentoring and coaching for territory staff.</p>

Team Member Name	Brief Biography
Maria Sells	<p>Dr. Maria Sells is vice president of specialized services for Cognia. In this role, she leads, manages, monitors, supports, and ensures the quality of intensive support and improvement services. Dr. Sells has more than 25 years' experience focusing on assisting schools and districts in achieving excellence through the development and implementation of successful turnaround initiatives, building leadership capacity, targeted professional development, data-driven decision making, and curriculum, instruction, and assessment alignment. Her experiences as a superintendent, assistant superintendent, principal, and director of special education span elementary, middle, and high school levels in both rural and urban settings. Her administrative experiences also include leading programs in general, adult, correctional, vocational, and special education. Dr. Sells has extensive experience as a mentor for beginning administrators through the Indiana Department of Education and for practicing administrators through the Indiana Principal Leadership Institute. In addition, Dr. Sells has experience as an adjunct instructor in the School of Education Leadership at Indiana Wesleyan University, where she teaches courses covering organizational leadership and effectiveness, curriculum development, action research, school culture, resource management, and principal preparation internships.</p>
Anthony Mize	<p>Mr. Anthony Mize Jr. is the director of diversity, equity and inclusion at Cognia. He received his Bachelor of Science in communications and in music from Tennessee State University and his Master of Education in higher education administration from Northeastern University. Mr. Mize served as a student affairs professional for eight years, with a background consisting of admissions, student activities, student clubs and organizations, residence life, mentoring programs, affinity groups, multicultural services, diversity and inclusion, etc. He is the founder of a male empowerment project called The M.A.C.H.O. Project and a co-founder of an educational group called Academic Brothers Come First. In addition, Mr. Mize is a member of several societies such as Golden Key International Honour Society and Profound Gentleman to name a few.</p>
Suzanne St. Clair	<p>Dr. Suzanne St. Clair earned a bachelor's degree in early childhood education, a master's degree in curriculum and instruction, and a doctorate in education leadership. St. Clair's professional experience spans over 20 years and includes experience as a teacher leader, an instructional trainer/coach, school administrator, and district administrator. St. Clair is currently employed in a large school district in Florida. Her current work encompasses continuous improvement, school grades, and strategic planning.</p>

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